

## **TN Rules & Statutes re Qualifications of Principals (March 2006)**

### **49-2-303. Principals**

(a)(1) Each director of schools shall employ principals for the public schools. The employment contract with each principal shall be in writing, shall not exceed the contract term of the current director of schools, and may be renewed. The contract shall specify duties other than those prescribed by statute and shall include performance standards and require periodic written evaluations by the director to be conducted in the manner and with the frequency that the director determines proper. Reasons for the nonrenewal of a contract may include, but are not limited to, inadequate performance as determined by the evaluations. A principal who has tenure as a teacher shall retain all rights of such status, expressly including those specified in § 49-5-510.

(2) Such recommendation and employment shall be without discrimination on account of age, race, sex or creed.

(3) The individual so designated shall hold a valid license as approved by the state board of education for the type of school to which assigned.

(b) It is the duty of the principal to:

(1) Supervise the operation and management of the personnel and facilities of the school or schools of which the principal is principal as the local board of education shall determine;

(2) Assume administrative responsibility and instructional leadership under the supervision of the director of schools and in accordance with the written policies of the local board of education for the planning, management, operation and evaluation of the education program of the schools to which assigned;

(3) Submit recommendations to the director of schools regarding the appointment and dismissal of all personnel assigned to the school or schools under the principal's care, and make decisions regarding the specific duties of all personnel assigned to the school or schools under the principal's care; provided, that such duties of teachers shall be within their area of licensure and consistent with the policies, rules or contracts of the board of education;

(4) Administer and implement the school behavior and discipline code and require guest passes for all persons other than enrolled students and employees of the school;

(5) Principals are encouraged to improve school security by limiting school access during school hours to monitored entrances;

(6) Administer and implement the school behavior and discipline code and require guest

passes for all persons other than enrolled students and employees of the school;

(7) Principals are encouraged to improve school security by limiting school access during school hours to monitored entrances;

(8) Perform such other duties as may be assigned by the director of schools pursuant to the written policies of the local board of education;

(9) Observe all other rules and regulations relative to the operation of public schools as established by law and as contained in the rules, regulations and minimum standards of the state board of education; and

(10)(A) Assign educational assistants to noninstructional supervision of students which may include, but is not limited to:

(i) Lunchroom duty;

(ii) Bus duty;

(iii) Recess or playground duty;

(iv) Before or after school duty; or

(v) Other related duties.

(B) The board of education shall specifically authorize such use of educational assistants in written school board policy and shall indemnify educational assistants in the performance of their duties.

### **Tenn Code Ann. 49-5-101**

(a) No person shall be employed as principal, teacher or supervisor of any public elementary or high school by any local school district, or receive any pay for such services out of the public school funds of such local school district until the person presents to the director of schools a valid license as prescribed in this part. It is unlawful for any board of education to issue any warrant or check to such persons for services as principal, teacher or supervisor until the person has presented for record a license valid for the term of employment.

(b) As used in this part, "employ," and all derivatives thereof, mean to put to work in a position compensated from public funds, and are not to be construed to preclude election by the local board of education of a teacher prior to the teacher's having received a license, in accordance with the rules and regulations of the state board of education.

(c) No person under eighteen (18) years of age shall receive a license to teach in the public schools, and no one who has less than eight (8) months of experience as a teacher or who is under eighteen (18) years of age, shall receive pay out of the public school funds as the principal of any school having more than one (1) teacher.

#### **49-5-5703 Principal Administrator Academy**

(a) Each **principal** and administrator shall be required to attend the **principal-administrator academy** for instruction at least once every five (5) years; provided, that the commissioner may, at the commissioner's discretion, grant an extension not to exceed one (1) additional year to any **principal** or administrator who has not satisfied the attendance requirements of this subsection. The commissioner shall prescribe procedures to review and evaluate the various components of the academy to ensure a high level of instruction for the participants. The requirement for attendance at the **principal-administrator academy** shall be optional to any **principal**, supervisor, or other administrator who would otherwise be required to attend, however classified with fifteen (15) or more years of experience as a **principal**, supervisor, or other administrator unless the local board of education requires such attendance.

(b) In order to provide for orderly admission of principals and administrators, within the requirements of subsection (a), the commissioner shall establish admission procedures for the academy.

#### **SBE Rule 0520-1-2-.03 (6)**

##### (6) Principals.

(a) A principal shall hold one of the following endorsements: beginning administrator, professional administrator, administration/supervision, or principal.

(b) Individuals employed for the first time as a principal beginning July 1, 1994, shall hold an appropriate endorsement and shall meet the requirements for test/assessment specified by the State Board of Education.

(c) Individuals employed for the first time as a principal beginning July 1, 1994, shall be employed with the beginning administrator, administration/supervision or principal endorsements for a maximum of three years; after three years, the principal must be recommended for and attain the professional administrator endorsement for continued employment as a principal. In the event that a candidate changes employment prior to obtaining the professional administrator endorsement, the candidate may be employed again as a beginning principal prior to obtaining the professional administrator endorsement.

(d) A principal, with the approval of the superintendent, shall establish and implement an annual plan for personal professional development in accordance with guidelines established by the State Board of Education.

(e) A principal of a school with less than 225 students shall not be required to meet the requirements of (a), (b), or (c).

(f) A principal holding an endorsement in administration/supervision, supervisor of instruction, or principal on August 31, 1994, shall not be required to meet the requirements of (b) or (c).

## **SBE Rule 0520-2-1-.02 (2)**

(2) Local evaluation of administrators and supervisors. Implementation of an approved evaluation system developed from these guidelines will meet the requirements for evaluating the following groups of administrators and supervisors: assistant principals, principals, and instructional supervisors (e.g., Title I, vocational, special education, and general instructional supervisors). Differences between the evaluation of a principal or assistant principal and instructional supervisor are noted in each of the main sections of the guidelines.

(a) Content (Domains of Competence). All principals, assistant principals, and instructional supervisors shall be evaluated using the following domains of competence:

1. Facilitating the development and implementation of a vision of learning.
2. Advocating and sustaining a school culture conducive to student learning and professional growth.
3. Managing the organization for an effective learning environment.
4. Collaborating with families and community members.
5. Acting with integrity and fairness and in an ethical manner.
6. Responding to and influencing the larger political and cultural context.

(b) Process. Listed below are minimum process elements which shall be used by local school systems as guidelines in developing local evaluation systems.

1. Local evaluation systems shall provide for evaluation by at least one superordinate (the superintendent or an appropriate designee).
2. Local evaluation systems shall use objective, behaviorally-based instrumentation.
3. Local school systems shall select or develop instruments and procedures for their use which address the competencies and indicators referenced in (2)(a). Once these instruments and procedures are selected or developed, the local school systems shall be responsible for their fair and objective implementation.
4. Local evaluation systems shall use multiple data sources which include but are not limited to:
  - (i) Personal conferences with evaluatee
  - (ii) Review of previous local evaluations of evaluatee
  - (iii) Review of accomplishments or status of job targets based upon documentation
  - (iv) Examination of recent inservice and professional development activities undertaken by the evaluatee
  - (v) Observation and assessment of on-the-job evaluatee's performance
  - (vi) Review of indicators of student progress in areas over which the evaluatee has responsibility
  - (vii) Opportunity for subordinate professional staff to express in writing their evaluation of the person being evaluated.
5. The local evaluation system shall include provision for appropriate, objective, and equitable procedures for recommending continued employment and/or professional improvement.
6. Each principal, assistant principal, or instructional supervisor, as part of the evaluation, shall have at least three conferences with the evaluator: an initial conference, a formative conference, and a summative conference.
  - (i) In the initial conference, the evaluator should discuss with the evaluatee goals and

objectives of the school or area supervised, measurable job targets, standards of performance, and previous local evaluation results.

(ii) The second or formative conference should identify areas of strengths and areas needing improvement based upon documentation provided by the evaluatee. Plans and activities which will help in improvement should be outcomes of this conference.

(iii) The third or summative conference should address the decisions made regarding further employment and/or professional improvements and should specify the reasons for the decision.

7. The local evaluation system shall contain provision for annual evaluation of the system itself, and for making any revisions in the system suggested by the evaluation.

(c) Procedures for Approval and Monitoring Local Evaluations. If the local board of education has adopted its own evaluation system, the local school system shall submit to the Commissioner of Education a description of its evaluation plan and instruments as specified herein. If the evaluation plan or instruments change, the local school system shall submit a statement regarding the changes by July 1.

(d) Individual Development Plan. Each local school system shall formulate an individual development plan for all administrators and/or supervisors. The individual development plan shall be developed cooperatively by the individual to be evaluated and the immediate supervisor. The plan shall include:

1. Assessed needs.
2. Plan of action for addressing needs.
3. Progress reporting procedures.
4. Monitoring or follow-up activities.